

6th-7th Grade: Immigration

Curriculum and tools

## Immigration (6<sup>th</sup>-7<sup>th</sup> Grade)

This multi-day lesson plan is designed to help students understand the factors that affect immigration and the immigrant experience. Upon completion of the unit, they will be able to expand upon their knowledge by interviewing immigrants currently living and working in the United States.

The lesson begins with evaluating three stories from the History Center of Lake Forest-Lake Bluff, where students will learn about the history of the area and various aspects of the community.

If possible, build a field trip to the History Center or the local history museum, with the learning experience centering on immigration narratives, so that students leave with an understanding of why someone would immigrate to the area, and the impact that they have had on the community. If a field trip is not an option, then use the video links to have an in-class session on personal immigrant experiences.

In the classroom portion of the module, students will be able to expand on what was discussed on the field trip/video review with the attached primary sources that describe the immigrant experience.

Discussion should focus on common themes and experiences for the people they are reading about. They will then take this one step further, with a project to show an example story of an historical immigrant story in contrast to a current immigrant narrative, in order to compare the immigrant experience then and now. There is also an option for students to use the story of a family member if they have a relative who immigrated to the area from another country. They can choose to present their projects in a video, PowerPoint, poster, or paper.

This lesson gives students a deeper understanding of what factors affect immigration and the immigrant experience.

## Immigration (6th Grade)

### Materials Needed:

Teacher:	Student:
Graphic Organizer	Computer
Immigrant Stories from History Center archive/website	Pencil

### Summary:

Students will review several American immigrant stories from different eras. They will identify factors of why the subject immigrated, what challenges they may have faced, how immigration might be different today. This lesson culminates in a project where they research, evaluate and present personal stories of immigrants from different eras.

### Standards:

**D2.His.2.6-8.** Classify series of historical events and developments as examples of change and/or continuity.

**D2.His.14.6-8.** Explain multiple causes and effects of events and developments in the past.

**D2.His.16.6-8.** Organize applicable evidence into a coherent argument about the past.

**D2.Geo.7.6-8.** Explain how changes in transportation and communication technology influence the spatial connections among human settlements and affect the diffusion of ideas and cultural practices.

### Learning Objective:

Students will be able to understand the factors that influenced immigration as well as what the personal experience is of immigration to the United States at a specific period in time.

**Instructional Procedures:**

Teacher	Students	Time
<p><b>Day 1:</b> Teacher/curator will walk students through online materials on immigration or use the History Center’s on site or online section, called Newcomers. Teacher can also engage the local historical society to share stories of local immigrants that settled or came to the community. In class discussion focuses on why someone would immigrate and why they would have chosen this community</p>	<p>Students listening/ discussing</p>	<p>20 minutes</p>
<p>Pass out the graphic organizer. Then, using one example story from historical archives/website, conduct a shared reading with the class, focusing on who that person is, where they came from and why they came (or left their community).</p> <p>Demonstrate how to fill out the graphic organizer.</p>	<p>Reading/ sharing ideas for graphic organizer</p>	<p>20 minutes</p>
<p><b>Day 2: (In the Classroom)</b> Either in small groups or independently, instruct students to pick 2 stories from the History Center website or from the local historical resource and one profile of a current immigrant from contemporary news outlets or journals to read and complete the graphic organizer.</p>	<p>Students are reading the stories and completing the graphic organizer</p>	<p>50 minutes</p>
<p><b>Day 3:</b> Have a discussion about immigration: what were the common themes, characteristics, experiences etc. among the immigrant stories.</p> <p>Ask students if they think the experience of immigrants today is similar or different to the stories they read.</p>	<p>Discussing with the class or in small groups.</p>	<p>20 minutes</p>
<p>Introduce assignment.</p> <p>Brainstorm interview questions as a class.</p>	<p>Students brainstorm questions and working on projects in class.</p>	<p>25 minutes</p>

<p>As an exit slip, have students write down an idea of what immigrant story they will tell: First-person, family or friend, researched individual, or community leader/founder. Group should set three core questions to be answered.</p>	<p>Filling out their exit slip</p>	<p>5 minutes</p>
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**Assessment(s):** Students can choose one project to work on independently. For all projects, students profile an individual, providing framing of when the person came, where they came from, why they came, what they experienced here, and how that experience might be different today

<p><b>Immigrant Story-Paper</b></p>	<p>The students will create a narrative with this information. Approximately 2-3 pages.</p>
<p><b>Immigrant Story-Poster</b></p>	<p>The students will create a poster that displays these answers in a creative manner. They will present this to the class.</p>
<p><b>Immigrant Story-Video</b></p>	<p>The students will create a video that showcases their subject and their story. Approximately 3-5 minutes.</p>
<p><b>Immigrant Story-PowerPoint Presentation</b></p>	<p>The students will create a Powerpoint presentation that showcases their subject and their story. Approximately 5 minutes.</p>
<p><b>Immigrant Story-Personal/ Family Story</b></p>	<p>For students who are immigrants to the United States and/or the children of immigrants, let them tell their own story. These stories will be guided by questions such as:  Where are you originally from? Why did you come here? What are the biggest differences between your home country and here? What are some things you like? What are some things you miss from your home country? What difficulties have you experienced as an immigrant? What kind of cultural contribution have you made to your community?</p> <p>They can choose any of the formats offered above.</p>

**Adaptations or Accommodations needed:**

<b>Learners</b>	<b>Adaptations/Accommodations</b>
Highly Proficient	A choice to also include a brief summary of the historical/ political background of the country that their chosen interviewee has come from. This will be a part of their immigrant story project. This will better explain why the person chose to come to the United States.
ELL	They can create their own personal/family story. The interview could be conducted in their native language.
Struggling Learners	Assist students in finding interview subjects. Group struggling learners with proficient learners while working on graphic organizer.

**Resources:**

<https://iflb.passitdown.com/stories>

<https://www.greencardvoices.com/videos/>

There are also age-relevant books available with teen stories of immigration:

[https://www.amazon.com/s?k=green+card+youth+voices&i=stripbooks&ref=nb\\_sb\\_noss\\_2](https://www.amazon.com/s?k=green+card+youth+voices&i=stripbooks&ref=nb_sb_noss_2)